
**THE EFFECTIVENESS OF SCIENCE TEACHING COURSEWARE
IN RURAL PRIMARY SCHOOLS**

By

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Abstract

This study seeks to find out the teaching efficacy beliefs level of the Science teachers in using english to teach the subjects. It's well known that the level of student in learning science In english in rural area is low. In spite of the various external problems faced by the teachers, the results show that teachers have high efficacy belief levels in themselves and have the capacity to affect students' performance. It is also a study to find out how far the science teaching courseware is helping to influent the teaching efficacy beliefs of the teachers and students.

These two constructs appear to be of equal influence and importance in the determination of the teaching efficacy beliefs of the teacher and students. The study also indicates that teaching courseware help students in their academic achievement in learning science and it also helps teachers in improving theirs english as well as science. This is in line with the Ministry Of Education Malaysia's objective to make science as an important key for development.

The findings of this study may be useful for teachers, school administrators, students and parents including policy makers and implementors to continue to monitor the English for Teaching Mathematics and Science (ETeMS) programme as the Science teachers need the support to make a successful change in the medium of instruction, from Bahasa Melayu to English in delivering the science subjects well.

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INTRODUCTION

BACKGROUND OF STUDY

It is without a doubt, that countries advanced in the field of science and technology are the most knowledgeable, modern and sophisticated in the world. Having the knowledge and using the knowledge gives a country a competitive edge in the economic race. Realising this, Malaysia is also determined to propel the country into the age of science and technology and the best platform to bring about this change is through education. Our pupils today are the caretakers of the country tomorrow. Equipping them with the necessary skills, learning and attitudes is vital to ensure that the country is steered through uncertain times. In almost all countries, the subject of focus is science and of course English. The importance of English is acknowledged as being crucial because in most cases, it is the language of dissemination of ideas and knowledge. In the year 2002, Malaysia launched a policy of teaching Science in English. Implementation is staggered beginning with Year 1, Form 1 and Lower 6 in 2003; Year 2, Form 2 and Upper 6 in 2004 and so on. To ensure that the teaching and learning of Science in English is well grasped and comprehended by both students and teachers, the Curriculum Development Centre (CDC) has come up with support programmes (Teaching Courseware) in English for science. These support programmes are implemented in both primary and secondary schools in the country.